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ABSTRACT
This compendium lists and describes 53 ongoing or recently completed studies and programs dealing with various efforts to improve preparation for college teaching. Items are listed alphabetically by project and include, where possible, beginning and expected completion dates of the study, the name of the principal investigator or director, location of the program or publication source of the report, and the source of funding. An introductory essay discusses some of the methods by which teacher preparation is being upgraded-- through training programs, fellowships and grants, and the introduction of the Doctor of Arts and other new graduate degrees. An index of participating institutions, organizations, and sponsoring agencies is included. (JS)

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COMPENDIUM SERIES OF CURRENT RESEARCH, PROGRAMS AND PROPOSALS

Number 2: PREPARING COLLEGE TEACHERS

Prepared by
Carol Shulman

AA000 587

ERIC Clearinghouse on Higher Education
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August 1970

FOREWORD

The ERIC Clearinghouse on Higher Education, one of a network of clearinghouses established by the U.S. Office of Education, is concerned with undergraduate, graduate, and professional education. As well as abstracting and indexing significant documents in its field, the Clearinghouse prepares its own and commissions outside works on various aspects of higher education.

One of its current projects is the compilation of compendiums listing ongoing or recently completed research studies and programs in various areas. This compendium, the second in the series, deals with the preparation of college teachers. Following an introductory essay are brief descriptions of current reports, proposals for new graduate degrees and ongoing academic programs. Each item is listed alphabetically by title of project and includes, where possible: beginning and expected completion dates of the study; the name of the principal investigator or director; the location of the program or publication source of the report; and the source of funding, if other than the institution or organization itself.

A few of the reports are available in microfiche and hard/photo copy from the ERIC Document Reproduction Service, National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Abstracts of the documents appear in *Research in Education*, which is published monthly by the U.S. Office of Education and may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Single copies cost $1.75; annual subscriptions, $21.00.

Our first compendium dealt with governance and the next will be concerned with university recruitment of disadvantaged students. Single copies will be available free from the Clearinghouse this fall.

Carl J. Lange, Director,
ERIC Clearinghouse on Higher Education
August 1970

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REVIEW

The main business of graduate schools is to offer programs leading to advanced degrees and, in so doing, to prepare students for careers in professional fields. An increasing number of critics, spurred by the intensity of student complaints, contend that while graduate schools are undoubtedly producing a large number of PhDs, they are not preparing their students for the fields they will enter. They argue that this is especially true for graduate students planning to become college teachers.

The appropriateness of the traditional PhD program–which largely consists of original research on a specialized topic–as the educational background of the college teacher is an issue of significance to the entire higher education community. One opponent of the PhD has even charged:

> Every ill besetting our colleges and universities is related in one way or another to the Ph.D. degree . . . [these ills] are tied to a system in which people trained to do research well end up, in many cases, teaching badly (16).

Proponents of the standard doctoral programs as background for the college teacher argue that the professor trained to do and actively engaged in research is a more stimulating and knowledgeable teacher. Critics reply that the college teacher with a highly specialized academic background often finds it difficult to make his subject meaningful to students seeking a general knowledge of the field. In addition, they point out that 85% of the PhDs in this country serving as college teachers never publish (6). Therefore, most teachers with a PhD neither use the rigorous training they received nor have any preparation for the career they do pursue.

While the PhD program has been under fire before, there was little movement toward reform. Now, however, significant and widespread changes are taking place, as an examination of the accompanying compendium will confirm.

Working within the system

Several institutions have recognized the importance of college teaching and are now offering their students the opportunity for training within the framework of the existing doctoral program. Most noteworthy, is the University of Michigan's college teacher training program, begun in 1967 (39). Among all the institutions listed in the compendium, it has the only training program that offers the interested student progressively responsible teaching experiences. Beginning as an "Assistant," the student works in a classroom, laboratory, or discussion section under the supervision of an experienced instructor and attends sessions on teaching methods and the broader problems of college teaching. As a "Teaching Fellow," the trainee conducts a section of an introductory course or a laboratory, with an experienced teacher's advice. As an "Instructor," the graduate student supervises the assistants and may also teach. The program is active in five departments and participants are recognized through increased stipends.

Herbert Weisinger, Dean of the Graduate School, State University of New York at Stony Brook, suggests that graduate students take the PhD program, but substitute two years of successful teaching experience for the traditional dissertation (15).

Michigan State University (23) offers a unique one-semester training program in nine departments. Teaching assistants conduct one class a week which is videotaped and later replayed and criticized in a seminar in which all assistants in the program participate. In this way, graduate students can identify the teaching patterns that are most productive. The program's experience has indicated that teacher training requires regular classroom practice, and that teaching assistants need an opportunity to formulate their own goals and teaching styles. Other institutions have sought to enlarge the graduate student's teaching experience by offering "micro-teaching" sessions before the semester begins (47) or providing electives in college teaching (20, 21, 29, 31, 33).

All of these programs incorporate some of the requisites discussed in *The Graduate Student as Teacher* (7) for a successful training program: (1) a progressive sequence of experience; (2) the elimination of blind alley assistantships; (3) professional status for teaching assistants; (4) orientation to professional responsibilities; and (5) opportunities for evaluation.

Fellowships

Support and recognition for college teacher training on the doctoral level also appear in the form of fellowships which require teaching experience. Fellowships offered to minority students by the Ford Foundation (28) require the student to teach in college after receiving his PhD. At Fordham University the Esso Education Foundation sponsored teaching internships (32). In this program, now being terminated, graduate students completing work on their doctorates taught under close supervision at nearby liberal arts colleges. Both the Oregon State Board of Higher Education (40) and the Coordinating Council for Higher Education in California (43) have recommended state aid for programs in college teaching preparation. At the University of Iowa (45), teaching-research fellows may receive full support for four years of graduate work, but they must accept nine-month departmental teaching and research assignments for three of those four years. Annual prizes for outstanding teaching as well as teaching fellowships are given at the University of California, Los Angeles (33).

Interested graduate schools and students might also turn to the help offered by the American Association of University Professors (AAUP) and the Commission on Undergraduate Education in the Biological Sciences (CUEBS). The AAUP is sponsoring a "Project to Improve College Teaching" (12), which considers the preparation of college teachers in the course of its workshops, on-site visits, conferences, and publications. CUEBS is dealing with the question in two ways: a series of conferences at which graduate students, administrators and faculty discuss the issue (1, 3); and a survey of biology department programs to learn what efforts are being made to better college teaching preparation (11).

Junior college teachers

Below the doctoral level, there is a proliferation of programs designed to prepare Master's degree candidates for junior college teaching positions. The wide use of the federal Education Professions Development Act (EPDA) indicates the apparent need for such programs. Under this Act (30), graduate students not in doctoral programs

and their sponsoring institutions receive grants for one or two years. Many of the programs on the master's level described in this compendium are supported by the EPDA (19, 34, 35, 38, 48, 49, 50). While requirements vary, these programs are all offered on a departmental basis and incorporate substantial teaching internships. Other institutions (22, 35, 36) offer degree programs for junior college teachers without the benefit of government sponsorship.

The National Study of English in the Junior College also recognizes a need for better prepared junior college teachers (9). It calls for an interdisciplinary training program, greater university cooperation with community colleges, and teaching internships in junior colleges.

The Doctor of Arts

Several organizations and individual educators have completely rejected the PhD program in the belief that it is totally inadequate as a background for college teaching. To train the overwhelming majority of graduate students planning to pursue college teaching careers, they propose the establishment of a new degree, the Doctor of Arts (DA), to be the teaching equivalent of the research-oriented PhD. Although some educators will view this and other new degrees, no matter how rigorously supervised, as a debasement of graduate education or as an easy path to another degree, the Council of Graduate Schools itself advocates adoption of the DA, and its guidelines (5) are representative of many DA proposals. Because the Council's proposal is designed for its membership, which consists of universities with well established graduate programs, its DA would be as rigorous in terms of admission, retention and degree requirements as those for the PhD. Although the DA is a teaching degree, it would be offered by academic departments, thereby emphasizing subject preparation. Course offerings, while sometimes the same as those for the PhD, would usually be broader and more interdisciplinary. DA candidates would also take courses in problems of higher education, and conduct independent research leading to a written thesis. This research would deal with a teaching problem. Finally, the DA candidate, like his PhD counterpart, would be expected to keep abreast of new knowledge in his field and be able to apply this material to his teaching. To conduct a supervised teaching internship, which would differ from the ordinary teaching assistantship, satisfactory facilities would have to be available, and the Council believes that, in general, only institutions that now offer respected PhDs would be able to provide them.

Another major proposal for the Doctor of Arts comes from the American Association of State Colleges and Universities (AASCU). Like the Council of Graduate Schools' proposal, it emphasizes interdisciplinary preparation, rigorous standards, adequate facilities, and a teaching internship (4). However, the Association's membership differs from the Council's and its proposal reflects this difference: the AASCU's DA would be accessible to a wider variety of students than the Council's proposal would indicate. In addition to successful completion of BA and MA programs, the applicant would have to have two years of successful teaching experience. A creative project or a series of scholarly papers could be substituted for the dissertation if desired. Although the AASCU stresses adequate facilities, it does not suggest that the DA should be established only where doctoral programs already exist.

The National Faculty Association of Community and Junior Colleges has also recommended a Doctor of Arts degree in college teaching (10). This proposal is, of course, directed toward preparation of the junior college teacher, and the teaching internship would be conducted in a community college. After completing examination and course requirements, the student would receive a candidate's degree in college teaching. He would be awarded the DA after completing one year of teaching, participating in a post-teaching evaluation seminar, submitting a log of his teaching and a written report, and passing an oral examination.

Whereas these recommendations for the DA degree differ in their requirements, they are uniform in several respects. As a teaching degree, the DA is geared to the undergraduate's concerns. To encourage more stimulating college teaching, it calls for a broad interdisciplinary, rather than a specialized, background. The proposals further agree that a supervised teaching internship is the best way for a DA candidate to learn how to communicate his knowledge, and that the DA must be a quality degree, its standards and graduates on a par with traditional PhDs. If first-class status for the DA cannot be guaranteed, the programs will not attract students, and DAs will not be hired. Respected institutions should, therefore, at least recognize if not offer the Doctor of Arts degree.

Although critics of the DA proposals may argue that graduate schools can produce successful college teachers through traditional methods, they are refuted by Ann Heiss, who has recently completed a broad study–*Doctoral Education in Prestigious Universities* (6). Among other findings, she reports on the current attitudes in graduate schools and programs for college teaching. Observing that "nearly half of our major PhD-producing institutions have made no methodological changes to meet the new demands [for teacher preparation]," Dr. Heiss concludes,

> Informed by the need for approximately 200,000 undergraduate teachers in the next five years and by the pressures for reform in their basic preparation, graduate schools should give serious consideration to the need for a new degree for college teaching such as the Doctor of Arts or the doctorate in a substantive field.

E. Alden Dunham of the Carnegie Corporation also disputes the value of the PhD for the college teacher and recommends that the Doctor of Arts replace it as the degree for college teachers (16). According to Dunham, doctoral training not only does not prepare graduate students to be college teachers, but it weans them away from a commitment to teaching, to undergraduate education, and to students not interested in academic or research careers. He bases these findings on his study of public four-year and regional universities (*Colleges of the Forgotten Americans*, New York: McGraw-Hill, 1969).

It is not surprising, then, that the Carnegie Corporation has recently awarded ten grants to universities planning new graduate programs to improve the quality of college teaching (46). These programs will generally lead to a Doctor of Arts degree, and all the participating institutions promise to hire, promote, and pay the DA degree holders as they do PhDs.

Institutions have begun to recognize the value of the DA program without the encouragement of foundations. Carnegie-Mellon University has already instituted a

Doctor of Arts program following the Council of Graduate Schools' guidelines (25). The University of Washington will begin its DA program in September 1970 (41); and Brown University (24) will follow with its DA program a year later. The University of Idaho (26) and Stephen F. Austin University (27) also plan to institute this degree. Impressive evidence that the Doctor of Arts degree is eliciting interest in the graduate schools comes from Robert H. Koenker's survey (18) of colleges and universities that now offer, plan to offer, or are considering the possibility of offering the DA or other teaching degrees. He found that: three institutions now offer the DA; 73 institutions will offer the DA in the near future; and another 46 institutions are considering the proposal. All plans exhibit features similar to those DA proposals already outlined.

Alternative degrees

There are proposals for other kinds of advanced degrees which will provide alternatives to the PhD. John T. Wahlquist discusses four "intermediate degrees" in his *Innovations in the Preparation of College Teachers* (8). College and university teaching would, however, be only one option open to people earning some of these new degrees. The most radical change noted in this compendium is a new concept of the graduate school–the Union Graduate School–designed by the Union for Experimenting Colleges and Universities (51), a consortium of twelve colleges. The School grants a PhD that does not correspond to any now available. Each student plans his own program, and his proposed course of study serves as the basis for his admission and undergoes periodic review. The program typically includes self-directed study, seminars, and courses at the consortium schools or other institutions. The degree will be awarded if evidence is given of a satisfactory record of experiences and completion of a large-scale project.

Another proposal by Fred F. Harcleroad and C. Theodore Molen would reserve the PhD for those planning research careers and provide specialized doctorates for those who want to apply their knowledge (13). They suggest instituting Doctor of Science (DSc), Doctor of Social Science (DSS), Doctor of Fine Arts (DFA), and Doctor of Humanities (DHum) degrees.

The American Association of State Colleges and Universities (14) has proposed an advanced degree that falls between a Master's and a Doctor's. The "Specialist" degree (17) would require a minimum of two years of study beyond the MA, course work in a major discipline and related fields, and an appropriate scholarly project–original research, creative work, or field project.

Faced with multiple undergraduate criticisms, colleges are likely to find themselves agreeing with E. Alden Dunham that much of the fault and much of the solution lies with the teaching ability of their faculties. The Doctor of Arts degree is plainly gaining recognition and, in the future, institutions may well turn to DA degree holders. Graduate schools unwilling or unable to develop DA programs may at the same time increase opportunities for teacher preparation. Although reform of a system of education that has functioned more or less successfully over a long period of time cannot be a quick or a simple process, there are clear indications that the graduate schools are undergoing change and growing in new directions.

COMPENDIUM

To gather information for this compendium, a brief questionnaire was sent to 140 graduate school deans, researchers, directors of Education Professions Development Act programs, and association and foundation staff involved in higher education programs. Forty usable replies were received. In addition, pertinent current materials were collected.

General Studies, Reports and Proposals

1. "Ann Arbor Conference on Preservice Preparation of College Biology Teachers," *CUEBS* Memo No. 70-3, February 4, 1970. HE 001 662 (RIE Nov 70) MF-$0.25, HC-$2.40.

   This is the Commission on Undergraduate Education in the Biological Sciences' (CUEBS) report of their first regional conference on the preparation of college teachers. Administrators, faculty and graduate students who have been concerned with this question participated. Working sessions dealt with: "Alternatives to the Traditional Ph.D. Program"; model programs for "Making the Teaching Experience a Learning Experience for the T. A.," and for the "Orientation of New Teaching Assistants"; and the "Proper Role of Research in the Preparation of College Biology Teachers." A report on a similar conference held at Berkeley is available (3), and a report on a University of New Hampshire conference will be forthcoming.

2. *Approaches to Preparing Prospective College Teachers* (Sacramento, California: Coordinating Council for Higher Education, 1968).

   Basing its findings on a survey of California and selected out-of-state institutions of higher education, this report reviews the status of doctoral programs that include preparation for college teaching. It also examines the feasibility of establishing a Doctor of Arts degree in the California higher education system. The report recommends that "the University of California . . . explore ways to provide specific teaching assignments for all graduate students planning to become college teachers." Although the Council found that there is a market for a Doctor of Arts degree, it does not recommend that this program be developed because the degree would not be widely recognized and accepted.

   The report also includes a substantial bibliography of literature on doctoral problems, statistical tables from the survey of institutions of higher education, and a model for a Doctor of Arts program.

3. "Berkeley Conference on Preservice Preparation of College Biology Teachers," *CUEBS* Memo No. 70-11, March 25, 1970. HE 001 661 (RIE Nov 70) MF-$0.25, HC-$2.75.

   This is the report of the second regional conference sponsored by the Commission on Undergraduate Education in the Biological Sciences (CUEBS).

Some of the problems discussed were methods of raising the status of the college teacher and orientation programs for new teaching assistants. "The Case for New Types of Degrees" was also considered, with particular reference to the PhD in Science Education offered at the University of California at Berkeley.

4. *The Doctor of Arts Degree. A Proposal for Guidelines* (Washington: American Association of State Colleges and Universities, 1970).

This brochure offers guidelines for colleges and universities interested in establishing a PhD-quality-degree that will prepare graduate students for a career in college teaching rather than in research. This teaching degree would be called the Doctor of Arts (DA). Among the areas this proposal covers are: (1) Requirements for admissions. Candidates should be accepted on the basis of letters of reference and personal interviews, acceptable college and Master's degree records, two years of successful teaching experience (waived in unusual cases), demonstrable proficiency in communication skills, and standardized test scores. (2) Residence requirements. (3) Research experience. A dissertation, creative project, or a series of scholarly papers worthy of publication will be required. (4) Timing. The program should be fixed at three years of work beyond the BA, or two years of work beyond the MA, excluding two years of teaching experience. Degree requirements should be met within seven or eight years after admission. (5) The program of studies. The major discipline would be emphasized with allowance for courses outside this field. The emphasis in the program would be on breadth rather than depth, to avoid narrow specialization. (6) Facilities. Only institutions which have the facilities and staff to insure a program of extremely high quality should initiate this degree program.

5. *The Doctor of Arts Degree. A Statement by The Council of Graduate Schools in the United States* (Washington: The Council of Graduate Schools in the United States, March 1970).

This statement proposes a Doctor of Arts degree and a program which would prepare graduate students for a career in college teaching. The DA would be equal in quality to the research-oriented PhD. To insure this quality, the committee lays down several requirements: (1) Only institutions which have all the facilities necessary to provide for the practice-oriented program should offer this degree. Generally, this would mean all institutions where a respected PhD program is now offered. (2) Standards of admission, retention and degree requirements must be as rigorous as those for the PhD. (3) DA holders should be employed in their subject areas on a comparable basis to those holding the PhD.

The DA program will parallel the PhD course of study in some respects. It will emphasize the subject matter to be taught, although course selection may be broader and perhaps interdisciplinary. DA candidates will also take formal course work related to higher education. Instead of the research

training for the PhD, DA programs will require candidates to hold supervised teaching internship positions for one year. Preferably, they will teach more than one kind of course. DA candidates will also be encouraged to develop "the capacity and habit of reading . . . and interpreting the results of new research and pedagogical developments appearing in the literature of the field." The DA holder should be able to use new research and teaching techniques in his classes. Finally, the DA candidate will conduct independent research in his discipline that will lead to a written thesis. This research may deal with teaching problems.

6. *Doctoral Education in Prestigious Universities. Volumes I & II* (Berkeley, California: The Center for Research and Development in Higher Education, March 1970). Ann M. Heiss. HE 001 596 (RIE Sep 70) MF-$2.75, HC-$35.00.

This book examines the status of graduate schools today: their problems and goals, organization, faculty and student characteristics and perceptions of the graduate school as an institution. In conducting this study, the investigator first surveyed the literature of graduate and professional education. Then, choosing ten of the nation's top ranked schools (Cartter, 1966), she held extensive interviews with administrators, sent questionnaires to faculty and students, and used a personality inventory for graduate students. One chapter, "The Ph.D. Program as Preparation for College Teaching," critically examines present programs for and attitudes toward college teaching in the graduate school. In her conclusion the author notes, "Not until the teacher-scholar gains status commensurate to that of the research-scholar will the seduction of the faculty into research diminish and the status and preparation of college teachers receive attention."

7. *The Graduate Student as Teacher* (Washington: American Council on Education, 1968). Vincent Nowlis, Kenneth E. Clark, and Miriam Rock. Sponsored by the Esso Education Foundation.

In this report, the authors suggest guidelines for an effective college teacher preparation program at the graduate level. Their recommendations are based on the findings, discussed here, of a project conducted at the University of Rochester that surveyed "practices, attitudes, and beliefs," questionnaire responses, studies of innovations, and conferences dealing with the issue of the graduate student as instructor. The ten principles for effective graduate student teaching programs are: (1) a progressive sequence of experience; (2) elimination of blind alley assistantships; (3) varied experience; (4) integration of research and scholarly competence with teaching skills; (5) criteria for reappointment; (6) support and the attainment of the degree; (7) professional status for teaching assistants; (8) cooperative arrangements among institutions for the student's training; (9) orientation to professional responsibilities; and (10) evaluation.

8. *Innovations in the Preparation of College Teachers* (Bloomington, Indiana: Phi Delta Kappa, Fall 1970). John T. Wahlquist.

The author describes the degrees offered to graduate students interested in alternatives to the traditional PhD as preparation for college teaching. The degrees discussed include the "intermediate degrees"–Master's and Candidate's in philosophy, and the Specialist degree. The Doctor of Arts degree and the status of teaching assistants are also discussed. In each instance, examples of different programs are provided.

9. *The National Study of English in the Junior College* (New York: ERIC Clearinghouse on the Teaching of English in Higher Education, 1970). The Modern Language Association, the National Council of Teachers of English, and the American Association of Junior Colleges. Sponsored by the Carnegie Corporation of New York. ED 037 480, MF-$0.25, HC-$1.00.

This report resulted from a national survey of junior college teachers of English, their department chairmen, and a sampling of students. After discussing the nature of junior colleges, the report describes the junior college English teacher in his professional capacity, his views of the educational problems he faces, and his opinions on his preparation for his present job. In offering recommendations, the reports suggest changes in graduate school programs in order to prepare students for teaching in the junior colleges, the largest new teaching market for those with advanced degrees. Graduate departments of English should: (1) "Offer formal instruction for potential two-year college instructors" in at least five areas, such as the teaching of writing beyond the freshman level, "the relationship between reading facility and literary appreciation," and knowledge of allied disciplines. (2) "Develop and coordinate with other departments within the university special graduate programs for prospective two-year college English instructors." (3) "Help two-year colleges to plan and conduct programs." (4) "Develop exchange programs with two-year college English programs." (5) "Provide internships for teacher candidates on two-year college campuses."

10. "Needed: the Doctor of Arts in College Teaching," Alan G. Stratton. *Junior College Journal*, May 1969.

This article discusses the National Faculty Association of Community and Junior Colleges' proposal for a Doctor of Arts degree in college teaching. The DA program would require, beyond the Master's degree: (1) major field courses; (2) related subject area courses, and/or (3) appropriate interdisciplinary subject area courses; and (4) courses dealing with problems of teaching and the role of the junior college teacher. In addition, the candidate would take a nine credit-hour, one-semester, full-time internship in junior college teaching concurrently with a seminar in this area. After completing this internship and passing a comprehensive examination, the student would receive a candidate's degree in college teaching. He would receive the DA after successfully completing one year of teaching; participating in a post-teaching evaluation seminar

at which a log of his teaching year and a written report would be submitted; and passing an oral examination.

11. Questionnaire on Programs for Improving College Teaching. Interim Report. 1970. Donald S. Dean, Commission on Undergraduate Education in the Biological Sciences, 3900 Wisconsin Avenue, N.W., Washington, D. C. 20016.

    The Commission has sent a questionnaire to 489 biology departments offering a Master's or Doctor's degree in biology asking about programs for improving preparation of college biology teachers. More than half of the questionnaires have been returned, and the replies indicate that 99% of the graduate students serve as teaching assistants; a large number are supervised; and assistants have an opportunity to teach at various levels. The responses also show, however, that 75% of the graduate students "learn to teach by becoming competent in the subject matter they will teach and by learning from the example of their instructors." Few departments reported seminars on teaching or other methods of encouraging the student to be a good teacher.

12. Project to Improve College Teaching. Begun September 1969-Scheduled completion September 1971. Kenneth Eble, American Association of University Professors, 1 Dupont Circle, Washington, D.C. 20036. Sponsored by AAUP, Association of American Colleges, and Carnegie Corporation of New York.

    This project will concentrate on three aspects of effective college teaching: (1) "Career Development"; (2) "Evaluation and Recognition"; and (3) "Optimum Working Conditions." The project will be conducted through a series of workshops, on-site visits, conferences and publications. Although the program does not specifically deal with the preparation of college teachers, the researchers expect their recommendations will include consideration of this question.

13. "A Proposed Revision in Doctoral Programs." Fred F. Harcleroad and C. Theodore Molen. To be published in *The Journal of Higher Education*.

    This paper proposes alternatives to the traditional PhD, which would be reserved for those planning research careers. The alternatives are: (1) the Doctor of Science degree (DSc) for most science fields; (2) the Doctor of Social Science degree (DSS); (3) the Doctor of Fine Arts degree (DFA); and (4) the Doctor of Humanities (DHum) in literature, philosophy, languages, possibly history. Students earning these degrees would be primarily interested in using their knowledge; college and university teaching would be one possible application.

14. *Quality and Equality: Revised Recommendations. New Levels of Federal Responsibility for Higher Education. A Supplement to the 1968 Special Report by the Commission* (New York: McGraw-Hill, 1970, $1.00). Carnegie Commission on Higher Education.

In discussing its recommendations for support of graduate students, the Commission recommends that an undetermined number of fellowships be made available each year to students in Doctor of Arts programs. "The Commission has been favorably impressed" with the DA. Recognition of this degree did not appear in its earlier report.

15. "A Reassessment of the Function of Graduate Education." Herbert Weisinger. Address delivered at the Ninth Annual Meeting, Council of Graduate Schools, December 1969. ED 036 253, MF-$0.25, HC-$0.80.

    In discussing the problems of graduate education, the author suggests that, "we grant the Ph.D. to those graduate students who have finished the course work required by their respective departments, who successfully pass the necessary preliminary examinations, and who, instead of writing the dissertation, will teach for two years in a community or four-year college; upon the completion of two years of successful teaching, as attested by the department in which the teaching has been done, the Ph.D. will be awarded." He recommends this plan in order to encourage college teaching through a more meaningful plan of study.

16. "Rx for Higher Education: Doctor of Arts Degree." Published April 27, 1970. E. Alden Dunham, Carnegie Corporation of New York, 437 Madison Avenue, New York, New York 10022. HE 001 642 (RIE Dec 70) MF-$0.25, HC-$0.95.

    Charging that the PhD is the source of every ill in our colleges and universities, the author proposes the Doctor of Arts degree (DA) as a means of alleviating these difficulties. Problems in undergraduate education result, he believes, because PhD-trained faculty are neither interested in teaching nor prepared for it. Instead, they use their influence to make their institutions over in the image of the research universities from which they came. The DA would give undergraduate teaching first class status. Its training would be as rigorous as that required for the PhD, but would be more interdisciplinary in content. Dunham acknowledges that to be successful in the marketplace, the DA needs to be recognized by the prestigious universities.

17. "The Specialist Degree. National Conference on the Intermediate Degree." Published March 1969. American Association of State Colleges and Universities, 1 Dupont Circle, Washington, D.C. 20036.

    This brochure describes the characteristics of a program leading to the Specialist degree, which "requires advanced study between the Master's and the Doctor's degree, both in time and depth with objectives identifiable and distinct from each of these." The Specialist degree program is designed to advance the student's professional objectives. It requires a minimum of two years of study beyond the BA, and calls for (1) clearly defined objectives; (2) selective admissions requirements; (3) courses focusing on the major discipline, with allowance for related and interdisciplinary experience; (4) acquaintance with the research in the major field and the necessary method-

ology; (5) an appropriate scholarly project, such as original research, a creative project, or a field project; (6) adequate facilities and organization at the institution offering the degree.

18. "Status of the Doctor of Arts and Sixth-Year Degree and Non-Degree Programs for Preparing Junior College and College Teachers." Robert H. Koenker, The Graduate School, Ball State University, Muncie, Indiana 47306. HE 001 664 (RIE Nov 70) MF-$0.25, HC-$0.40.

    This is a survey of colleges and universities that now offer, plan to offer, or are considering the possibility of offering the Doctor of Arts (DA) degree, a sixth-year degree, and non-degree programs to prepare junior college and college teachers. The study is based on 276 questionnaire replies. A later survey using more responses may follow. Some of the findings include: (1) three institutions now have a DA degree; (2) 73 will offer the DA in the near future; and (3) 46 institutions are considering the possibility of a DA program. In the sixth-year degree program category, the investigator lists 53 institutions which offer or are planning such a program.

19. *An Analysis of the Specific Features Which Characterize the More Successful Programs for the Recruitment and Training of College Teachers* (Ann Arbor, Michigan: The Center for Research on Learning and Teaching, 1967). Frank Koen and Stanley C. Eriksen.

    The authors survey teaching assistant (TA) programs in 146 departments and professional schools at 42 universities. They find little formal organization for these programs. Out of 20 institutions surveyed, only six formally recruit college students for TA positions; the others rely on individual and informal contacts. Training programs, organized on a departmental basis, rarely provide formal guidance or evaluation for the inexperienced TA; however, pre-service training, orientation sessions, and the use of experienced TAs in guidance and training are becoming more popular practices. To improve the TA program, the authors propose a three-part program in which: (1) Beginning TAs assist and observe an experienced instructor; (2) TAs conduct an introductory course, under an experienced faculty member's or TA's guidance; (3) A "master" TA serves as a mentor for assistants in the first and second stages of the program. The authors also suggest that TAs' performance in the classroom be evaluated by comparing their stated goals with their classes' achievement.

20. *Graduate Teaching Assistants in American Universities. A Review of Recent Trends and Recommendations* (Washington: Government Printing Office, 1970). John L. Chase, Bureau of Higher Education, Office of Education.

    This report describes the development and characteristics of the teaching assistant (TA) system, including statistical information. In addition, the author

reviews proposals for improving TA programs and recent reports on TAs that discuss their role in undergraduate education. The author calls for "a restructuring and strengthening of the Graduate Teaching Assistantship" and suggests that doctoral education should require teaching experience.

Regional and Institutional Programs, Fellowships and Grants

21. College Teacher Program. Begun September 1969. Duane D. Anderson, Director, Office of Community College Affairs, University of Iowa, Iowa City, Iowa 52240. Sponsored by Education Professions Development Act, Part E.

    The College Teacher Program prepares candidates for community college teaching careers and awards both a Master of Arts and a Specialist in Education (EdS) degree at the end of the two-year program. The program is open to disadvantaged candidates as well as those accepted under current graduate admissions criteria. The departments of English, French, physical education for men, and speech and dramatic art (pending) now offer the program. Candidates must meet the requirements for the Master's degree set by individual departments. In addition, they take courses dealing with the community colleges and problems of college teaching. During their one semester of supervised teaching, candidates participate in a weekly seminar that focuses on their own teaching problems.

22. College Teaching and Internship Program. Leslie Wilbur, Department of Higher Education, University of Southern California, Los Angeles, California 90007.

    The Department of Higher Education offers training programs for prospective community and senior college teachers. The programs for community college teachers involve two courses dealing with the problems of community colleges and teaching, as well as a supervised semester of teaching in a junior college. One program can be completed while taking a Master's degree, the other program is for those who already have a degree. The program for senior college teachers includes a methods course, an internship experience in college faculty activities, and any other courses considered necessary.

23. College Teaching Program. Leo Eastman, Department of Education, Illinois State University, Normal, Illinois 61761.

    This is an elective program available to graduate students. They take an Internship-Seminar in College Teaching, offered jointly by the Department of Education and the major department, and a "Seminar in College Teaching," given by the Department of Education. The University also offers several courses concerned with the junior college.

24. Community College Cooperative Internship Program. Begun July 1966. Donald J. Tolle, Department of Higher Education, Southern Illinois University, Carbondale, Illinois 62901. Partially sponsored by the Ford Foundation.

This program leads to a Master's degree in an academic or technical area for those planning to teach in a junior college or other post-secondary institution. Participants must take a minimum of 29 quarter hours in their subject area; serve a one-semester supervised teaching internship in a junior college; and take two courses dealing with the problems of a junior college. The cooperating junior colleges are in St. Louis (Missouri) County. Graduates of the program have been readily placed in teaching positions.

25. "Developing a System Training Program for Graduate Teaching Assistants." Lawrence T. Alexander and Robert H. Davis, Michigan State University, East Lansing, Michigan 48823. February 1970. Sponsored by Esso Education Foundation. HE 001 456 (RIE Nov 70) MF-$0.25, HC-$1.70.

    This paper reports on and evaluates the System Training Program for Graduate Teaching Assistants begun in July 1968 at Michigan State. For a description of how this program operates, see item 46. The authors found that: (1) undergraduate students should be informed about the training program and provide their teaching assistants with constructive criticism; (2) effective training requires that teaching assistants have their own regular schedule of classes; and (3) there should be a structured "learning environment in which participants can generate their own goals and determine their own conditions of practice."

26. Doctor of Arts Degree. Begins September 1971. John Shroeder, Associate Dean, Graduate School, Brown University, Providence, Rhode Island 02912. Sponsored by Carnegie Corporation of New York.

    Brown University expects to offer a Doctor of Arts (AD) degree in English-creative writing, Hispanic studies, German, French, political science, and anthropology. Candidates will not only include teacher-scholars, but public servants, artists, etc. The AD program involves: (1) a three-year residence requirement such as now exists for the PhD; (2) "an interdisciplinary curriculum consisting normally of a major field defined by a departmental subject matter and two related minor fields to form an integrated study program with a definite purpose." This schedule should be equivalent to two and one-half years of full-time course work; (3) an "externship" in practical professional experience in teaching, public service, etc., outside the graduate school. The candidate would receive a full semester of course credit for this experience after submitting a written report or evaluation; (4) a creative intellectual project, which could be a research or expository dissertation, an artistic creation, a design of a new college course, etc.

27. Doctor of Arts Degree. Begun Fall 1966 (History and Mathematics), Fall 1967 (English), Fall 1968 (Art and Music). Dean, College of Humanities and Social Sciences, Carnegie-Mellon University, Schenley Park, Pittsburgh, Pennsylvania 15213.

    The Doctor of Arts degree is offered in English, history, art, music, and mathematics. It provides preparation for teaching or curriculum research in

two and four-year colleges, and secondary schools. Unlike the PhD, it requires two years of study beyond the Bachelor's and a dissertation; there is no foreign language requirement; courses are broad in scope; and an applied research project in curriculum development may be substituted for the dissertation. Each department sets its own requirements, but all include some form of internship–teaching, research, curriculum design, or observation.

28. Doctor of Arts Degree. Begins September 1971. Joseph A. Hearst, Dean, College of Liberal Arts, Idaho State University, Pocatello, Idaho 83201. Sponsored by the Carnegie Corporation of New York.

    This Doctor of Arts program in mathematics, English, biology and government, now in the planning stage, will prepare graduate students for undergraduate teaching careers. The degree is intended to "provide for a supervised internship as well as a pedagogical emphasis not found in PhD programs [and] . . . compete favorably for positions in junior colleges and four-year undergraduate institutions."

29. Doctor of Arts Degree. Begins Fall 1971. J. N. Gerber, Dean, The Graduate School, Stephen F. Austin State University, Nacogdoches, Texas 75961.

    Now in the planning stage, this Doctor of Arts program will be offered in the fields of English, biology, history, and mathematics. The Texas State Department of Education must approve the program.

30. Doctoral Fellowships for American Indian Students. Doctoral Fellowships for Mexican American and Puerto Rican Students. Doctoral Fellowships for Black Students. The Ford Foundation, 320 East 43rd Street, New York, New York 10017.

    Fellowship programs providing full tuition, books, and a cost of living allowance have been established for each minority group. The fellowship requires the student to begin a college teaching career after receiving his PhD. In addition, an applicant must: (1) have received his BA during 1967-September 1970; (2) enter graduate school for full-time study; (3) major in the humanities, natural sciences, or social sciences; and (4) continue study through the PhD. Fellows are chosen by a faculty committee on the basis of "seriousness of purpose," undergraduate academic records, GRE scores, and recommendations from college faculty.

31. EdD in Higher Education with Teaching Option. Begun September 1969. Jay L. Chronister, Director, Center for Higher Education, University of Virginia, Charlottesville, Virginia 22903.

    The EdD program with the college teaching option for higher education majors provides a formal route to teaching positions in "teaching oriented" institutions. Candidates in the program must have a Master's degree in their academic area and take additional courses in their field. They also take classes

concerned with problems of higher education. The program is not offered in all academic disciplines.

32. Education Professions Development Act, Part E. Begun 1965. Continuing. Charles E. Grady, Acting Program Manager, Part E, Graduate Academic Programs Branch, Division of University Programs, Office of Education, Washington, D.C. 20202.

    Under the Education Professions Development Act, Part E, Higher Education Personnel Fellowships are awarded to non-doctoral graduate students who are preparing for teaching or non-teaching careers in higher education. The fellowships are given for one or two years, depending on the requirements of the institutional program. The stipends increase during the second year and allowance is made for each dependent. In addition, the participating institution receives an allowance for each enrolled Fellow to cover training costs.

    All institutional proposals for training programs are evaluated and recommended for support by panels of independent professional consultants from colleges and universities. During the Summer 1970 - June 1971 period, more than 90% of the 73 programs were for the training of junior college teachers, specialists, and administrators.

33. Elective Courses in the Theory and Practice of College and University Teaching. Charles E. Peterson, Jr., College of Education, Ohio University, Athens, Ohio 45701.

    Two elective courses in the Department of Guidance, Counseling, and Student Personnel are open to anyone in the University. One course, "Dynamics of College Teaching," considers the problems of college teaching, and students observe skilled university teachers in their classes. In "Directed Experiences in College Teaching," advanced students who teach an undergraduate section are supervised by a faculty member and the students participate in seminar discussions largely based on their own teaching problems. Faculty involved believe the program provides students with an advantage in initial career opportunities.

34. Esso Foundation Intern Program. Begun September 1966-Ending 1970. James C. Finlay, Dean, The Graduate School, Fordham University, Bronx, New York 10458. Partially sponsored by the Esso Education Foundation.

    In this internship program, graduate students completing work on their doctorates teach in nearby liberal arts colleges under the supervision of a faculty member from the cooperating institution and a teacher from Fordham University. The interns, chosen by a faculty committee, receive a stipend and teach six hours of classes a week for one academic year. They also participate in a seminar dealing with the problems of the liberal arts college. Graduates of this program are generally successful in getting full-time teaching appointments to senior colleges, and their teaching ability appears to have improved as a result of their internship.

35. "An Experimental Campus-Wide Program for the Teaching Assistant at UCLA. 1969-1970." Begun 1968. Donald Carlisle, Associate Dean, Graduate Division, University of California, Los Angeles, California 90024.

This program attempts to encourage the development of good college teachers by: (1) offering four different teaching fellowships for future teacher-scholars and awarding annual prizes for distinguished teaching to graduate students; (2) offering five courses and seminars to all teaching graduate students. These classes deal with problems of college teaching, theories of learning, and college teaching as a profession.

36. Graduate Teacher Training Fellowships in Chemistry. Begun September 1969. Clark Bricker, Director, University of Kansas, Lawrence, Kansas 66044. Under the Education Professions Development Act, Part E.

The program offers the MS degree in Chemistry to future teachers at the freshman-sophomore level in junior and four-year colleges and universities. Each student chooses his own course of study, with a broad base in chemistry. Weekly tutorials supplement course work and provide an introduction to research techniques. In the fall semester, the student assists in teaching a general chemistry course, and his tutorials emphasize problems in teaching. The student also carries out original research, primarily during the summers.

37. Junior College English Teacher Fellowship Program. Begun July 1970. James A. Rutledge, Assistant Dean, the Graduate College, University of Nebraska, Lincoln, Nebraska 68508. Under the Education Professions Development Act, Part E.

This program is designed to provide additional preparation in English and Education for junior college teachers of English. Special attention is paid to the relationship between the English taught in high school and that taught in the junior colleges. Course work consists of 15 to 21 semester hours of English with supporting work in educational psychology and measurements, and in secondary education. During the second semester, participants serve an internship-practicum in one of seven cooperating Nebraska junior colleges. The Nebraska Center for Curriculum Development also cooperates in this program. The program does not lead to a degree, although some course work may be so applied.

38. Master of Arts in College Teaching. Norton L. Beach, Dean, School of Education, University of North Carolina, Chapel Hill, North Carolina 27514.

The Master of Arts in College Teaching (MACT) is designed for teachers in community colleges and small liberal arts colleges. The graduate student must have 36 semester hours in his major area of study, including related fields, and 12 hours of courses concerned with teaching in the junior college, including a semester of teaching in a junior college under supervision. MACT graduates are in "great demand" in North Carolina's state-supported community colleges because they generally have training in two academic areas and thus

are more flexible. The supervised teaching experience is also considered an asset.

39. The Master of Arts in Liberal Studies Program. Begins Summer 1970. John W. Ragle, Director, 104 Wentworth Hall, Dartmouth College, Hanover, New Hampshire 03755.

The Master of Arts in Liberal Studies degree (MALS) is designed for experienced teachers and others involved in education. It will be offered in the sciences, humanities and social sciences during the summer. Normal time for the completion of the degree will be four summers. Candidates will be required to take courses in their subject area, electives in a related area, special MALS interdisciplinary courses, and colloquia focusing on "contemporary issues in education and oriented towards classroom teaching." Each candidate's performance during his first summer will be reviewed by the MALS Steering Committee, and only those who show promise will be allowed to continue.

40. The Master of Philosophy in History. Begun September 1969. Ambrose Saricks, Associate Dean, the Graduate School, University of Kansas, Lawrence, Kansas 66044. Under the Education Professions Development Act, Part E.

The Master of Philosophy in History degree is offered to students who plan to teach in junior and four-year colleges and to those who are currently teaching but want advanced training. This is a two-year program requiring 54 hours of graduate work and a year's teaching internship at a local institution. Courses are distributed among one major and three secondary fields; credit is given for previous graduate work. The candidate must demonstrate a reading knowledge of one foreign language, pass comprehensive written and oral examinations in all of his fields, and write a research paper. During the teaching internship, which is optional for MA holders with previous teaching experience, the candidate must prepare course syllabi and lectures, and study curricular problems with his University of Kansas adviser and his supervisor in the cooperating college. He also receives instruction in administration and the special problems of colleges.

41. "The Michigan College Teacher Training Program." Begun 1967. The Center for Research on Learning and Teaching. University of Michigan, Ann Arbor, Michigan 48104. Partially sponsored by the Danforth Foundation.

This five-year program has three objectives: (1) to develop a coordinated, multi-departmental plan for training college instructors; (2) to raise the status of teaching fellows and make college teaching experience a requirement for the PhD in the departments involved; and (3) to develop reliable methods of evaluating teaching and the training program. The departments of history, botany, philosophy, physics, and psychology participate in the program.

To achieve the first objective, the graduate student goes through three levels of teaching experience. On the first level, he works as an "Assistant"

in a classroom laboratory, or discussion section, under the supervision of an experienced instructor. He also attends sessions on teaching methods and the broader problems of college teaching. As a "Teaching Fellow," the second level, the trainee conducts a section of an introductory course or a laboratory, receiving guidance from an experienced teacher. As an "Instructor," the third level, the student serves as a mentor for the second-year assistant, and may also teach. For the second objective, the College provides increased stipends and advances in rank for teaching assistants, and is conducting a study to determine if the program is increasing the status of the teaching fellowship. Working toward the third objective, researchers are analyzing and evaluating the success of a pre-academic workshop for Teaching Fellows and collecting data from four of the departments to learn the benefits derived from specific teaching devices.

42. *A Plan for the Improvement of Teaching in State System Institutions, 1969-1971. Progress Report I* (Eugene, Ore.: Oregon State Board of Higher Education, 1968).

To improve the teaching assistant's competence, this report calls for "a uniformly well-organized teaching assistant-as-an-apprentice teacher program in all departments of the universities." The report also recommends that universities consider the development of supervised teaching programs for students whose primary goal is college teaching. In support of these recommendations, the report says that teaching assistants' stipends should be increased and that assistants should have greater opportunities for working with senior colleagues.

43. "Preparation of Undergraduate and Community College Teachers." Graduate School Memorandum No. 27, July 1, 1969. University of Washington, Seattle, Washington 98105. Sponsored by the Carnegie Corporation of New York. HE 001 663 (RIE Nov. 70) MF-$0.25, HC-$0.25.

This memorandum establishes the guidelines for a Doctor of Arts (DA) degree program at the University to begin in September 1970. The degree will be offered primarily in the arts, humanities, letters and sciences. Students having Master's degrees will be admitted into the program. The DA program requires: (1) broad knowledge in the main field and a background in related areas, i.e. wide background in a foreign language and literature, or competency in vertically sequenced science courses; (2) development of the ability and habit of reading and interpreting results of new research and pedagogical developments; (3) development of the ability to apply these findings to college teaching; (4) achievement of adequate knowledge of the philosophy of education and the psychology of learning; (5) independent investigation in the major field leading to a dissertation which may deal with teaching problems; (6) a supervised teaching internship for a substantial time, such as one year. A Certificate of Arts will be awarded to the candidate when he completes the general examinations for the DA.

44. *Professional Problems: Preparation for a Career in College Teaching* (Washington: ERIC Clearinghouse on Higher Education, April 1970). Frank W. Finger. ED 038 557, MF-$0.25, HC-$0.55.

In this paper, the author describes a two-semester seminar for graduate students intending to become college teachers, which he has been conducting for 20 years. The seminar—open to students in psychology who have passed their qualifying exams and completed most of their course work—deals with a wide range of issues: (1) the teacher's relationship to his colleagues, students and employing institution; (2) the nature and history of institutions of higher education; (3) the development of curricula and course planning; (4) publishing. Students practice teaching in undergraduate classes and are observed and criticized by others in the seminar.

45. "Resolution on Preparing Graduate Students for College Teaching." December 1968. Coordinating Council for Higher Education, 1020 Twelfth Street, Sacramento, California 95814.

This resolution advises the University of California to: (1) "Explore ways to provide specific teaching assignments for all graduate students planning to become college teachers"; (2) "Expand and improve its programs designed to prepare graduate students for college teaching," such as providing for supervised teaching, pre-teaching preparation, evaluation, and seminars; and (3) encourage faculty to contribute to teaching programs by reducing workloads and rewarding contributions. The resolution also calls for the development of a program of teaching fellowships for graduate students preparing to enter college teaching. No action has been taken by the state legislature on this resolution.

46. System Training Program for Graduate Teaching Assistants. Begun July 1967. John E. Dietrich and Robert H. Davis, Administration Building, Michigan State University, East Lansing, Michigan 48823. Partially sponosred by Esso Education Foundation.

Graduate teaching assistants (TA) from nine departments participate in a voluntary training program conducted during the course of a ten-week semester. Each TA holds one regularly scheduled class per week in an experimental classroom, in which his class is videotaped. The TA selects those portions of the tape that he wants to show and discuss in a seminar attended by all TAs in the program. The seminars are guided by a professional consultant, but the responsibility for learning teaching skills is placed upon the TA. In his class, the TA gives his students a weekly set of true-false questions to discover his success in developing a particular skill. Career opportunities are said to be better for ex-trainees. Notice of their participation in the program is included in letters sent to prospective employers.

47. Teaching-Research Fellowships. Begun September 1968. D. C. Spriestersbach, Dean, The Graduate College, University of Iowa, Iowa City, Iowa 52240.

Teaching-Research Fellowships are granted to doctoral candidates in 36 departments, providing them with full support for as long as four years. All Fellows participate in a traditional PhD program, but must accept departmental teaching and research assignments for three of the four years they are Fellows. Normally, they teach for only two years, serve as research assistants for one year, and spend the fourth year working on their dissertations.

48. "Ten Grants to Plan Doctor of Arts Degree Programs to Begin Fall 1971." Press Release issued June 11, 1970. Carnegie Corporation of New York, 437 Madison Avenue, New York, New York.

    Ten universities have received grants from the Carnegie Corporation to plan graduate college teaching programs that will lead to a Doctor of Arts degree. The ten universities are: Ball State, Brown, Claremont University Center, Dartmouth, Idaho State, Massachusetts Institute of Technology, University of Michigan, State University of New York at Albany, University of Washington, and Washington State University. These grants were awarded because "The highly specialized research required for the Ph.D. is simply not appropriate training for much of undergraduate teaching. These ten institutions are dedicated to designing a new kind of degree that will attract first-rate students to teaching careers . . . . the planning envisages that this will be the Doctor of Arts degree."

49. Training Program for Teaching Assistants. Begun March 1969. Charles H. Monson, Jr., Associate Vice President for Academic Affairs, University of Utah, Salt Lake City, Utah 84112. Sponsored by US Office of Education.

    Teaching assistants from all departments participated in this five-day workshop program in September 1969. The workshops offered "micro-teaching" experiences, and discussions of the principles and techniques of effective teaching: The sessions also encouraged the departments to provide a year-long program of supervision and other aid. This program continues the University's efforts over the past five years to train graduate assistants for college teaching. Career opportunities are increased as a result of this training.

50. Training the Teachers of Teachers (TTT) in Mathematics and English. Begins September 1970. Vincent I. West, Associate Dean of the Graduate College, University of Illinois, Urbana, Illinois 61801. Under the Education Professions Development Act.

    This three-year program offers a PhD in mathematics or English education and is designed to train teachers of secondary teachers of these subjects. "Fellows" must have earned a Master's degree and have had at least three years' teaching experience at the secondary or college level. A Fellow's program includes both theoretical and applied courses, research in his academic field and in methods of training teachers who will teach in urban secondary schools and elsewhere. He also participates in the Teaching Experiences Laboratory on the campus and must spend a year in a school conducting

an in-service training program for teachers, helping them supervise intern or practice teachers. This program begins with 15 Fellows in English and five in mathematics education.

51. Two-Year Fellowship Program for Prospective Community College Teachers. Begun September 1969. Edward Younger, 205 Randall Hall, University of Virginia, Charlottesville, Virginia 22903. Under the Education Professions Development Act.

    This is a two-year program to train teachers for community college teaching. It offers a Master's degree and a certificate in college teaching in 12 different academic fields. In addition to taking subject matter and methods courses, students serve as apprentice teachers in community colleges. Career opportunities are believed to be better for those participating in the program.

52. Two-Year Program in Junior College Teaching. Begun September 1969. John E. Bauman, Jr., Associate Dean, the Graduate School, University of Missouri, Columbia, Missouri 65201. Under the Education Professions Development Act.

    These two-year fellowships lead to a Master's degree and can be applied toward the graduate Certificate of Specialization in Junior College Teaching. Some areas in which the program is available are: humanities, mathematics, social sciences, engineering, and data processing. Besides the usual Master's degree program, each student must take a one-hour seminar in higher education and may take other education courses as well. During one semester in the second year, each student teaches at a junior college, under University faculty supervision.

53. The Union Graduate School. PhD Program. Begun January 1970. Union for Experimenting Colleges and Universities, c/o Antioch College, Yellow Springs, Ohio 45387. Roy Fairfield, Coordinator, and Goodwin Watson.

    In the Union Graduate School, each student develops his own program leading to the PhD. There are no limitations of subject area. An applicant submits an initial statement of purpose, with supporting evidence, which serves as the basis for admission, periodic review, and follow-up evaluation. The student attends a six-week colloquium at the graduate center of a Union school where he develops a plan of study with the help of his Colloquium Director and faculty. The plan typically includes self-directed study, seminars, courses at other institutions, and internships. The student maintains a Cumulative Record of his studies and experiences, and is expected to complete a "Project Demonstrating Excellence," a book, social action project, or some other work evolving from his program. A "Final Appraisal Committee" awards the PhD based on a review of the student's Cumulative Record. This Committee includes the student's major adviser, faculty with whom the student has worked, at least one non-academic adviser, and several students who know the candidate well.

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